

9640 Theories of Music Education (available this year online)

Instructors:
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Fall Term 2020
THURSDAYS 4:30-7:30 pm
Individual tutorials by appointment

Course description

This course focuses on the advanced study of enduring questions and current issues in music education. Using a multi-disciplinary approach, students will examine topics from a variety of theoretical perspectives in order to understand, analyze, and evaluate theories of music education. Particular emphasis will be placed on situating theories within their educational, social, cultural and political context. Students will be challenged to reflect critically upon a range of theories and apply them to their own personal experience and philosophy. Students will be expected to read widely around the theories discussed, engage in and contribute to class work and discussion, and prepare an initial draft and final paper/presentation to the timelines set by instructors.

Learning Outcomes

- Demonstrate an in depth understanding of a range of theories at the forefront of music education connecting them where appropriate to relevant knowledge outside the field
- Develop capacity to conceptualize, design, and develop research within a particular theoretical area
- Make informed judgments on complex issues in their field of specialisation,
- Evaluate the broader implications of applying theoretical knowledge to particular contexts.
- Communicate complex and/or ambiguous theoretical ideas, issues and conclusions clearly and effectively.

- Exercise personal responsibility and largely autonomous initiative in complex scholarly situations;

Instructional methods

This course aims at providing students with an in-depth view of a selected number of key frameworks and their theorists. Thus, the course will provide an ample, varied and exciting range of theoretical perspectives arriving from or being used to advance music education thinking and action.

This class will be team taught by four professors in the Department of Music Education.

This class meets as a weekly seminar. Individuals tutorials, when necessary, are to be arranged with instructors.

Schedule

FALL TERM	Topics
<i>Dr. Benedict</i> Weeks 1 - 4	September 10, 17, 24, Oct. 1 The first four weeks of this class will focus on the purpose of theoretical frameworks. Through the lens of theorizing curriculum/pedagogy the class will examine curricular and pedagogical framings from a general view writ large ("traditional" and "progressive"), music (decolonizing music theory, ethnomusicology, etc) and music education.
<i>Dr. Wright</i> Weeks 5 - 8	October 8 -- Introduction to sociology and music education 15 -- Bourdieu and concepts of field and habitus 22 -- Class and capital 29-- Symbolic violence November 2-8-- Fall break
<i>Dr. Woodford</i> Weeks 9 - 12	November 12 -- Dewey, <i>Democracy and Education</i> 19 -- Woodford, <i>Democracy and Music Education</i> 26 -- Brennan, <i>Against Democracy</i> Dec 3 -- Ranciere, <i>Hatred of Democracy</i> -- Lukacs, <i>Democracy and Populism</i> , -- Dworkin, <i>Is Democracy Possible Here?</i>
<i>Open Graduate Seminar</i>	December 10 (Exam week) -- Student Final Presentations

Structure of the Course and Assignments

The overall structure for the class will be shared among all 4 sections. In this class each section will be independent but still organized according to common parameters. Sections 1 and 2 will

culminate in submission of a short *essay/paper* (1500-2000 words). These drafts will contribute to the final essay to be submitted at the end of section 3.

Evaluation

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| 1. Weekly Readings and In-Class Contributions | 10% of Total Grade
Due dates - Weekly during all 3 sections |
| 2. End of section papers | 20% of Total grade (10% per paper)
Due dates – At the end of each of the 3 sections |
| 3. Final Presentation | 40% of Total Grade |
| 4. Final Paper | 30% of Total Grade |

End of Section Essay/Paper (Sections 1 and 2)

- a. Each student will write a 1500-2000 word essay at the conclusion of sections 1 and 2 of the course.
- b. Essays will be based on the theories/frameworks discussed during the section applied to a selected topic.
- c. Essays will contribute to the End of Course Presentation (above).
- d. Essays should be properly formatted and follow APA style guide.

End of Course Presentation

- a. Each student will be in charge of one 30-minute presentation which will take place at the end of the course and will be public (10 minute discussion/question period).
- b. Presentations may be on a topic of the student's own choice but must show synthesis of the ideas and theories covered during the whole course. They should contain a balance of researched materials, links and videos, and original contribution and analysis in relation to a specified topic (*not a summary*).
- c. Basic criteria are analysis, clarity of thought and expression, and critical reflection on the selected topic.

End of Course Essay/Paper

- e. Each student will write a 5000-word essay at the conclusion of the course.
- f. Essays will be based on the theories/frameworks discussed during the course.
- g. Essays will form the basis for the End of Course Presentation (above).
- h. Essays should be properly formatted and follow APA style guide.

All general assignments will be guided by the following assessment criteria:

- The ability to communicate complex and/or ambiguous ideas, issues and conclusions clearly and effectively;
- Recognition of the complexity of knowledge and the potential contributions of other interpretations, methods and disciplines- in other words the ability to reflect upon the

possibility of other interpretations or viewpoints than those presented by a particular theorist or theorists;

- The intellectual independence to read widely around class discussion and seek out relevant literature;
- The ability to evaluate the broader implications of applying knowledge to particular contexts;
- The ability to exercise personal responsibility and largely autonomous initiative in researching, reading around and reflecting upon weekly class materials ;
- The ability to make informed judgments on complex issues in specialist fields;
- Accurate use of APA referencing style (6th edition)
- Clear and accurate expression in English

All assignments should demonstrate the following: understanding of content, organization (clear and concise summary of ideas in some sort of logical order), clarity of expression and communication, levels of personal and intellectual engagement with content, acknowledgment of diverse and differing views, appropriate use of illustrative materials, consideration toward who is the selected audience or readership.

Required Textbook: There is no required textbook

Course readings will be assigned by individual professors. Students will be expected to read widely around assigned readings and to demonstrate initiative in researching literature and identifying appropriate readings. Professors will be happy to advise upon suitability of identified literature.

General Policies

University Statement on Wellness and Mental Health. As part of a successful graduate student experience at Western, we encourage students to make their health and wellness a priority. Western provides several on-campus health-related services to help students achieve optimum health and engage in healthy living while pursuing a graduate degree. Students seeking help regarding mental health concerns are advised to speak to someone in whom they feel comfortable confiding, such as a faculty supervisor, a program advisor, or the Associate Dean (Graduate Studies). Campus mental health resources may be found at http://www.health.uwo.ca/mental_health/resources.html.

University Policy on Accommodation for Medical Illness. This can be found at www.studentservices.uwo.ca/secure/index.cfm. As of May 2008, the University has a new policy on Accommodation for Medical Illness, which states that “in order to ensure fairness and consistency for all students, academic accommodation for work representing 10% or more of the student’s overall grade in the course shall be granted only in those cases where there is documentation indicating that the student was seriously affected by illness and could not reasonably be expected to meet his/her academic responsibilities. Documentation shall be submitted, as soon as possible, to the appropriate Dean’s office.” Students with special learning

needs or circumstances are asked to inform the instructor as soon as possible so that necessary accommodations can be made.

Instructor's policy on illness and attendance. Full attendance at all classes is expected and medical documentation is required unless you have the permission of the instructor. If you are ill or some problem occurs that prevents you from attending class on a given day then you must notify the instructor to that effect either before or immediately after class. Unexplained absences will result in a reduction of three (3) points in your attendance/participation grade for each absence and (5) points for each absence when a class presentation is scheduled (each student will be assigned class presentations in advance). Students with medical documentation or an acceptable excuse for an absence will not be penalized and will be permitted to reschedule a presentation. Late written assignments will only be accepted and graded if permission has been granted by the instructor in advance of the deadline.

Statement on Academic Offences: *“Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, as found at www.uwo.ca/univsec/handbook/appeals/scholoff.pdf.*

Plagiarism is a major scholastic offense. Students must write their assignments in their own words. Whenever students take an idea, or a passage from another author, they must acknowledge their debt by using quotation marks where appropriate and by proper referencing such as footnotes or citations. All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com, www.turnitin.com.”

Netiquette Statement

Because many of our graduate course offerings at this time will be offered in an online/remote or blended delivery format, it is necessary to inform you of appropriate communication and behaviour in online or remote contexts.

- Keep in mind the different cultural and linguistic backgrounds of your peers .
- Be courteous toward the instructor, your colleagues, and authors whose work you are discussing.
- Be respectful of the diversity of viewpoints that you will encounter in the class and in your readings. The exchange of diverse ideas and opinions is part of the scholarly environment. “Flaming” is never appropriate.
- Be professional and scholarly in all online postings. Use proper grammar and spelling. Cite the ideas of other appropriately.